

Unit 1/Lesson 3

Lesson Title: 9/11 Service Learning

Short Term Goal: Thank firefighters, policemen, and paramedics for the work they do.

SLE's:

C.4.3.2 Describe responsibilities and *services* of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

Common Core Standards:

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Materials:

SUW pg. 389 Lesson 9-10 Tools 9-10a and b

Journeys TB pg. 219 Focus Trait: Voice

Construction paper lined paper

markers glue

scissors pencils

<http://kids.nationalgeographic.com/kids/stories/peopleplaces/firefighter/>

<http://www.youtube.com/>

[http://www.youtube.com/watch?v=xZTMdDVD-](http://www.youtube.com/watch?v=xZTMdDVD-2s&feature=relatedwatch?v=Pm3eHZnfjPI&feature=related)

[2s&feature=relatedwatch?v=Pm3eHZnfjPI&feature=related](http://www.youtube.com/watch?v=xZTMdDVD-2s&feature=relatedwatch?v=Pm3eHZnfjPI&feature=related) (These videos are music videos, but have vivid footage. You can show them without sound if you wish.)

Direct Explanation/Model:

One to Two Sessions/ whole group

What:

We are going to write thank you letters to our firemen, policemen, and paramedics to thank them for the work they do.

Why:

The tragedy of 9/11 shows us how important it is to be thankful for our policemen, firemen, doctors, and paramedics. When someone gets hurt very badly we can call 911 and the police, fire department, and ambulances respond immediately. The doctors who take care of us in the ambulances are called paramedics. On 9/11/2001 most of the people were able to evacuate safely because of these brave responders. It was very dangerous and many of these brave men and women were injured or killed trying to save others.

How:

We will learn about the job of fire fighters, police, and the sacrifice many made on 9/11. We will review friendly letter formats, brainstorm letter ideas, write thank you letters, and create cards. Then we'll locate fire stations, police departments, and local paramedics to send the letters to.

Session One: Begin the lesson by asking the children if they know what took place in America on 9/11/2001. Have their parents ever talked to them about it? Share that a terrorist attack on the World Trade Center sent thousands of people running for their lives to get out of the city of New York. There were some men and women who didn't run, though. They were the police, firemen, and many paramedics, as well as other emergency response people. These men and women worked tirelessly for days and weeks to save those who were still alive and to recover as many bodies as they could. Share YouTube videos of the event. (Preview the videos first to make sure they are suitable for your students.) After viewing, discuss the sacrifice these people were willing to make. Remind the students that almost 500 of the people who died were rescue workers who ran into the buildings to help even before the towers collapsed. This one event is remembered by all who were alive at the time, but police and firemen make the choice to risk their lives every day for their fellow citizens.

Share <http://kids.nationalgeographic.com/kids/stories/peopleplaces/firefighter/> about a teenager who is a volunteer fireman. Remind the students that volunteers don't get paid for their services. Many of our fire departments in Arkansas are manned by volunteers. Ask, is there a way we can say thank you to these men and women? Discuss ways we say thank you, such as by giving gifts, cards, and hugs.

Guided Practice:

We will write a letter to a policeman or firefighter. We want to make sure that they know how much we really appreciate them. Our voice can be heard in our writing if we use descriptive words. Refer to page 219 in the Journeys teacher's guide to further discuss the focus trait: voice. Brainstorm descriptive words that tell what these men and women do everyday such as sacrifice,

risk, save, and help. Use Step Up to Writing Lesson 9-10 to teach informal letter writing. The students will use tool 9-10a to identify the parts of a letter.

Apply:

Use tool 9-10b as a format for writing thank you letters to the firemen and police. They will use descriptive words to make sure the firefighters and police understand how much we appreciate what they do for us every day. When the letters are completed students will mount them on cards that will illustrate the content of their letters. If possible deliver the cards in person.